

Exame Final Nacional de Inglês

Prova 550 | 1.ª Fase | Ensino Secundário | 2025

11.º Ano de Escolaridade – Continuação – bienal

Decreto-Lei n.º 55/2018, de 6 de julho | Decreto-Lei n.º 62/2023, de 25 de julho

Duração da Componente Oral da Prova (Parte D): até 15 minutos.

9 Páginas

GUIÃO 9

Número de alunos: 3

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1.º MOMENTO

Intervenientes e tempos	Descrição das atividades
Interlocutor	[O interlocutor dirige-se aos três alunos, em simultâneo.] Good morning/afternoon. Welcome. My name is...
Alunos +/- 15"	Now, what's your name? [O interlocutor dirige-se ao aluno A.] And what's your name? [O interlocutor dirige-se ao aluno B.] And yours? [O interlocutor dirige-se ao aluno C.] Thank you.
Interlocutor	First, I'm going to ask you some questions. So, [nome do aluno A],
Aluno A +/- 1'	• Have you ever thought of doing voluntary work? (Why? / Why not?) • In your opinion, should university applications take into account candidates' volunteering experiences? (Why? / Why not?) • What is the most important personal quality you think a volunteer should have? (Why?) • Tell me what you consider to be a rewarding volunteering experience.
Interlocutor	Thank you. And you, [nome do aluno B],
Aluno B +/- 1'	• Have you ever thought of becoming a social activist? (Why? / Why not?) • In your opinion, what is the most important cause to fight for? (Why?) • Do you think there will be more young people fighting for social causes in the future? (Why? / Why not?) • Tell me the impact social activism may have on activists' own lives.
Interlocutor	Thank you. And you, [nome do aluno C],
Aluno C +/- 1'	• Have you ever considered living abroad? (Why? / Why not?) • In your opinion, how can learning about other cultures help you become more tolerant? • Do you think learning about other cultures should be compulsory at school? (Why? / Why not?) • Tell me about a situation in which being immersed in another culture can be challenging.
Interlocutor	Thank you. That is the end of part 1.

1. Caso o aluno não responda à pergunta inicial, o interlocutor deve passar à(s) pergunta(s) seguinte(s).

2. O interlocutor deve seguir a ordem pela qual as perguntas são apresentadas. Caso o aluno antecipe respostas a perguntas previstas, o interlocutor não deve fazê-las.

3. Mesmo que não tenham sido feitas todas as perguntas, o interlocutor deve dar por terminado este momento assim que o aluno use o tempo previsto.

4. Caso o aluno ultrapasse o tempo previsto, o interlocutor deve interrompê-lo, dizendo:

- Thank you.

5. Caso o aluno utilize um tom de voz baixo, o interlocutor deve solicitar o seguinte:

- I'm sorry but I can't hear you. Could you speak louder, please?

Este pedido pode ser repetido ao longo de toda a componente oral da prova, caso seja necessário.

2.º MOMENTO

Intervenientes e tempos	Descrição das atividades
Interlocutor	[O interlocutor dirige-se aos três alunos, em simultâneo.] In this part, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question related to one of your partners' photographs. You mustn't interrupt your partners while they are speaking. You have a maximum of 15 seconds to look at the photographs. Now, [nome do aluno B], it's your turn first. Here are your photographs. [O interlocutor entrega o conjunto 1 de fotografias ao aluno B.] They show different situations in which technology can help us overcome linguistic barriers. I'd like you to compare the photographs, and say how important technology is in helping us overcome linguistic barriers, and why. Remember, you have a maximum of 15 seconds to look at the photographs. All right?
Aluno B +/- 15"	
Interlocutor	You can start now, [nome do aluno B].
Aluno B +/- 1'	
Interlocutor	Thank you.
Aluno C +/- 15"	[Nome do aluno C], in your opinion, which of these situations is more common nowadays? (Why?)
Interlocutor	Thank you. Can I have the photographs, please? [O interlocutor recolhe o conjunto 1 de fotografias.]
Aluno C +/- 15"	Now, [nome do aluno C], here are your photographs.
Interlocutor	[O interlocutor entrega o conjunto 2 de fotografias ao aluno C.] They show different manifestations of culture .
Aluno C +/- 15"	I'd like you to compare the photographs, and say how important it is to preserve cultural traditions, and why .
Interlocutor	Remember, you have a maximum of 15 seconds to look at the photographs. All right?
Aluno C +/- 1'	You can start now, [nome do aluno C].
Interlocutor	Thank you.
Aluno A +/- 15"	[Nome do aluno A], which of these examples of cultural expression do you prefer? (Why?)
Interlocutor	Thank you. Can I have the photographs, please? [O interlocutor recolhe o conjunto 2 de fotografias.]

Intervenientes e tempos	Descrição das atividades
Interlocutor Aluno A +/- 15" Interlocutor Aluno A +/- 1' Interlocutor Aluno B +/- 15" Interlocutor	Now, [nome do aluno A], here are your photographs. [O interlocutor entrega o conjunto 3 de fotografias ao aluno A.] They show different celebrations that can help bring people together. I'd like you to compare the photographs, and say how important celebrations are in bringing people together, and why. Remember, you have a maximum of 15 seconds to look at the photographs. All right? You can start now, [nome do aluno A]. Thank you. [Nome do aluno B], which of these celebrations would you like to take part in? (Why?) Thank you. Can I have the photographs, please? [O interlocutor recolhe o conjunto 3 de fotografias.] That is the end of part 2.
1. Caso o discurso do aluno seja insuficiente, revele pouco conteúdo, ou o aluno tenha dificuldade em começar a falar, o interlocutor deve ajudá-lo com algumas das perguntas seguintes: • What are the differences between the photographs? • What about the similarities? • What do you mean? • Can you expand on that? 2. Caso o aluno se afaste do tema, o interlocutor deve relembrar-lhe a tarefa, dizendo: • Remember you have to [o interlocutor repete a instrução]. 3. Caso o aluno ultrapasse o tempo previsto, o interlocutor deve interrompê-lo, dizendo: • Thank you.	

3.º MOMENTO

Intervenientes e tempos	Descrição das atividades
Interlocutor	[O interlocutor dirige-se aos três alunos, em simultâneo.] Now, I'd like you to discuss something together for about four minutes. I'd like you to imagine that your English teacher has asked students to discuss how the arts can promote multiculturalism. Here are some aspects to consider and a question for you to discuss. First, you have a maximum of 30 seconds to look at the task. [O interlocutor entrega o documento aos alunos.]
Alunos +/- 30"	
Interlocutor	Now, talk to each other about how the arts can promote multiculturalism .
Alunos +/- 4'	
Interlocutor	Thank you. Now you have about a minute to discuss which aspect is the most relevant, and why .
Alunos +/- 1'	
Interlocutor	Thank you. Can I have the handout, please? [O interlocutor recolhe o documento.] That is the end of your test. Thank you.
1. Caso nenhum dos alunos tome a iniciativa e tenham decorrido mais de trinta segundos, o interlocutor deve repetir as instruções ou dizer: • Could you start, please? 2. Caso os alunos não interajam, o interlocutor deve lembrá-los de que devem fazê-lo, dizendo: • Remember you have to talk to each other. 3. Caso um aluno fale muito mais do que os outros, o interlocutor deve tentar equilibrar as suas intervenções, dizendo: • Remember all of you have to talk. 4. Caso os alunos se afastem do tema, o interlocutor deve lembrar-lhes a tarefa, dizendo: • Remember you have to [o interlocutor repete a instrução]. 5. Caso os alunos ultrapassem o tempo previsto, o interlocutor deve interrompê-los, dizendo: • Thank you. 6. Caso, durante o cumprimento da discussão das ideias fornecidas no diagrama, os alunos abordem a última questão, o interlocutor não deve interrompê-los e deve, por isso, prescindir de colocar essa questão. O tempo previsto para a discussão passará a ser de cinco minutos ininterruptos.	

Tempo total: até 15 minutos

2.º MOMENTO

Set 1 – Student B

How important is technology in helping us overcome linguistic barriers?
Why?



AI image generated by Midjourney (created 13.01.2025).



AI image generated by Midjourney (created 13.01.2025).

2.º MOMENTO

Set 2 – Student C

How important is it to preserve cultural traditions? Why?



pexels.com (accessed 13.01.2025).



pexels.com (accessed 13.01.2025).

2.º MOMENTO

Set 3 – Student A

How important are celebrations in bringing people together? Why?



AI image generated by Midjourney (created 13.01.2025).



adobe.stock.com (accessed 13.01.2025).

3.º MOMENTO

